

Attachment I

Evaluation of Certified Personnel Update/Revisions to Instrument

Introduction

Teaching and educational administration are professional crafts that must be continually improved. Standards that have been developed at the local, state, and national level are the basis for our evaluation plan.

Evaluation is a part of continuous improvement throughout our professional lives. It should help the professional celebrate identified strengths and to develop a personal growth plan to create new strengths.

Through the personal growth plan, individual professional development goals are established and monitored. The professional development will be related to the school's and district's identified needs in the Consolidated Plan.

It is the belief of the Southgate Board of Education that improvement in student achievement will occur simultaneously with the professional growth of teachers and administrators. To this end, the Southgate Board of Education has pledged support to certified employees seeking National Certification.

A joint committee of teachers and administrators has developed the evaluation plan. Working cooperatively the professional staff will make a positive influence on student achievement in the Southgate Independent School System.

The district contact person for the evaluation plan is Curtis Hall, superintendent. Address is 6 Wm Blatt Ave. Southgate, KY 41071. Phone number is (859) 441-0743.

The evaluation policy review team members were:

Dwayne Hall	Teacher
Rhoda Stiles	Principal

System Overview

The evaluation process is a four-part system consisting of pre-evaluation, formative evaluation, summative evaluation, and the growth plan.

The pre-evaluation cycle includes the orientation and pre-observation. Orientation is to explain the evaluation process to certified employees annually no later than the end of the first month of reporting for employment. It is a mandatory step for all new and non-tenured employees. The pre-observation is an opportunity for the evaluatee to prepare the evaluator for the formal observation.

The formative evaluation is the data collection of the evaluation system with all observations conducted openly. Each evaluatee will collect data throughout the year that shows evidence that the performance indicators are being met in each of the standards. The formal evaluation itself will include formal and informal observations in the instructional setting; pre and post conferencing of observations; review of data such as lesson plans and teacher-collected indicators; job performance relating to the standards; and agreed upon alternative means of evaluation. Strategies and assistance for improvement will be included in the formative stage as needed. Interns will utilize either the KTIP or KPIP process for this stage.

The summative conference and evaluation is a summary of all the data collected during the evaluation cycle. It marks the end of the cycle and requires a report of the status of the evaluatee on all standards.

The growth plan is a written plan for growth for knowledge and/or skills to lead to a higher level of effectiveness. It shall be completed after the summative evaluation and related both to the employee's needs and identified school and district needs in the Consolidated Plan. The growth plan will be reviewed annually.

Opportunities for the review and growth of the superintendent will be provided pursuant to KRS 156.111 and 704 KAR 3:406.

Procedures

Evaluation Cycle

The Southgate Independent School's certified employee evaluation cycle begins with a planning conference and ends with a summative conference. All certified employees shall have an annual growth plan.

The length of the cycle is as follows:

Non-tenured teacher	One (1) year
Tenured teacher	Three (3) years
Administrator	One (1) year

Each cycle will include formative evaluations, a summative evaluation and a growth plan.

Evaluatee

All certified staff are evaluatees for their respective positions.

Evaluators

The principal will serve as the evaluator for certified staff assigned to his/her school. The superintendent will evaluate the principal and other administration. The Board of Education will annually evaluate the superintendent.

Observations

Each evaluatee will be observed no less than two times (one formative and one summative) during an evaluation cycle with the number of formative evaluations to be determined by the evaluator. A summative conference planned and scheduled by the evaluatee and evaluator shall constitute the final observation of the cycle.

If requested by the evaluatee, observations by another teacher trained in the teacher's content area or by curriculum content specialists will be provided. The selection of the third party observer will, if possible, be determined by mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Documentation and Reporting

The evaluator in preparation for a conference shall document the results of each observation with the evaluatee. All formative and summative evaluation reports shall be in writing and on official forms. During the cycle, the evaluatee shall be rated on each standard. Documentation will come from sources including the observation, conference, planning, agreed upon alternative assessments, and relevant job related data. A copy of the report shall be provided to the evaluatee during the conference. All reports will be signed by both the evaluatee and evaluator to confirm that the report has been completed and reviewed by both parties.

Conference

During the formative stage, the evaluator shall hold a post observation conference with the evaluatee within 1 work week of the time of the observation to discuss the results and to develop strategies for follow-up activities. A written report is required. The evaluatee should be notified of standards that are not being met.

During the summative stage, both a pre- and post-observation conference is required. The pre-conference is used to plan the last observation of the cycle. The post conference will include review of the summative evaluation results. All conferences shall focus on both strengths and needs for improvement and shall lead to follow-up assistance from the evaluator and others as needed.

Standards

The standards presented herein are the basis for measuring the proficiency for all certified employees in the Southgate Independent School System and are called **Evaluation Standards**. The standards are based on state and national standards for teachers and administrators.

Formative Evaluation Report

The evaluatee shall be provided a written report each time a formative conference is held. The report shall be a summary of the most significant behaviors observed and suggestions for growth. The standards for the summative evaluation shall be the basis for the formative evaluation.

Both the evaluatee and evaluator shall sign the formative conference summary. Signature does not constitute agreement to the report only that it was discussed and a copy was provided to the evaluatee.

Summative Evaluation Report

A summative evaluation report will be completed at the end of each cycle. Each standard is evaluated independently of all others. The summative evaluation should provide the identified areas for the growth plan. Evaluatees receiving evaluations that do not meet district standards may be grounds for job dismissal. Growth plans are either enrichment or assistance plans. Assistance plans are a last resort to salvage the evaluatee's career.

The evaluatee shall receive a copy of the summative evaluation report. Both the evaluatee and evaluator shall sign the report. Signature represents that the report was discussed and a copy provided. It does not represent agreement.

The evaluator will complete a Corrective Action Plan in the event that an immediate behavior of the evaluatee is required to be changed.

Appeals Process

If, for any reason, the evaluatee is dissatisfied with the final evaluation results, he/she may submit to the evaluator and chair of the appeal panel a written response to the report, a copy of which will become a part of the evaluatee's personnel file.

If the evaluatee feels he/she has received an unfair summative evaluation, he/she may appeal to a panel formed for that purpose. The panel is composed of three members, two of whom are selected by the certified employees and one by the Southgate Board of Education. Only certified employees of the Southgate Independent School System are eligible to serve on the panel. Members are elected/appointed for two-year terms and may be reelected/appointed for two consecutive terms. The term begins July 1 of the first year and ends June 30 of the second year.

The appeals panel shall annually select a chair from the panel members. The chair shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal.

To appeal an evaluation, the evaluatee must make a request for a hearing in writing to the appeals panel within 5 working days of the receipt of the summative evaluation. A copy of the request must be submitted to the chair of the appeals panel and must include a justification for such request.

The panel will conduct a hearing with 15 days from the date of receipt of the letter of request. Both the evaluatee and evaluator will be invited to appear at the hearing. All discussions between the panel members and evaluatee and evaluator shall be confined to the hearing(s).

After completing the hearing, the panel will declare the evaluation as fair or unfair. If the evaluation is found to be fair, the process ends. If the evaluation is found to be unfair, the panel may recommend to remove from the personnel file the summative or any part of the summative, which the panel finds in error.

Appeals Panel Hearing Process

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

A preliminary hearing will be held to provide documentation to all parties and the panel. Four copies of all documentation shall be available to the committee at this time. Both the evaluatee and evaluator will be given access to review all material submitted to the panel. The chair shall convene the hearing and explain procedures for the process. Legal counsel or their chosen representative may represent the evaluatee and evaluator. The Board of Education shall provide legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within 3 working days a hearing will convene to allow previously provided material to the evaluatee and evaluator to be presented to the Appeals Hearing Committee. The chair will convene the hearing and establish procedures. The evaluatee shall present his/her opening statements followed by the evaluator's statements. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. The panel shall consider both substance and procedural issues. An opportunity for questioning each party shall be provided to the panel. The panel will then consider all the information provided them to make a determination. A decision regarding their findings shall be presented to the Superintendent within 15 days of the filing of the appeal. The chair will present the decision to the Superintendent for action within 3 working days of the decision.

An evaluatee who feels that procedural issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel.

Evaluation Time Line

Step 1	Orientation	Annually no later than the end of the first month of reporting for employment.
Step 2	Evaluators notify employees to be evaluated	Beginning of school year
Step 3	Pre-observation Conferences	Prior to observations
Step 4	Post-observation Conferences	Within 5 working days of the observation
Step 5	Individual Professional Growth Plans	Established/revised for all Certified staff by Sept. 30
Step 6	Formal & Informal Observation & Data Collection	On-going throughout the school year
Step 7	Summative Evaluation and Summative Conferences	All Summative data on Limited Contract (Non-tenured) and any Employee on an Assistance Plan due in Central Office by April 15. All continuing contract and administrator data due in Central office by April 15.

Teacher Standards

The Southgate Independent School District believes student achievement is shaped by the improvement of teachers. The teacher standards are based on the experienced teacher standards approved by the KY Education Professional Standards Board.

The teacher standards in the Southgate Independent School System are:

- Standard 1: Demonstrates Professional Leadership
- Standard 2: Demonstrates Knowledge of Content
- Standard 3: Designs/Plans Instruction
- Standard 4: Creates/Maintains Learning Climate
- Standard 5: Implements/Manages Instruction
- Standard 6: Assess and Communicates Learning Results
- Standard 7: Reflects/Evaluates Teaching/Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Engages in Professional Development
- Standard 10: Demonstrates Implementation of Technology

Teacher Standards with Performance Criteria

STANDARD 1:

Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 1.1. Builds positive relationships within and between school and community.
- 1.2. Promotes leadership potential in colleagues.
- 1.3. Participates in professional organizations and activities.
- 1.4. Writes and speaks effectively.
- 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6. Guides the development of curriculum and instructional materials.
- 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8. Initiates and develops educational projects and programs.
- 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10. Demonstrates Punctuality and good attendance for all duties.
- 1.11. Adheres to the school board policies and administrative procedures.
- 1.12. Adheres to the State Professional Standards Board Code of Ethics.

STANDARD 2:

Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2. Communicates a current knowledge of discipline(s) taught.
- 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5. Connects content knowledge to real-world applications.
- 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7. Analyzes sources of factual information for accuracy.
- 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD 3:

Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Teacher Standards with Performance Criteria

STANDARD 1:

Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 1.1. Builds positive relationships within and between school and community.
- 1.2. Promotes leadership potential in colleagues.
- 1.3. Participates in professional organizations and activities.
- 1.4. Writes and speaks effectively.
- 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6. Guides the development of curriculum and instructional materials.
- 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8. Initiates and develops educational projects and programs.
- 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

STANDARD 2:

Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

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The extent to which the teacher:

- 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2. Communicates a current knowledge of discipline(s) taught.
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- 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
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- 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7. Analyzes sources of factual information for accuracy.
- 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD 3:

Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3. Integrates skills, thinking processes, and content across disciplines.
- 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5. Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9. Develops and implements appropriate assessment processes.
- 3.10. Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

STANDARD 4:

Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3. Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6. Encourages and supports individual and group inquiry.
- 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9. Works with colleagues to develop an effective learning climate within the school.

STANDARD 5:

Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 5.1. Communicates specific goals and high expectations for learning.
- 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student

developmental levels and actively engages students in individual and cooperative learning experiences.

5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.

5.6. Stimulates students to reflect on their own ideas and those of others.

5.7. Uses appropriate questioning strategies to help students solve problems and think critically.

5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.

5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.

5.11. Makes effective use of media and technologies.

5.12. Makes efficient use of physical and human resources and time including personal attendance and punctuality.

5.13. Provides opportunities for students to use and practice what is learned.

5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

STANDARD 6:

Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

6.1. Selects and uses appropriate assessments.

6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.

6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD 7:

Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

PERFORMANCE CRITERIA:

The extent to which the teacher:

7.1. Assesses and analyzes the effectiveness of instruction.

7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

STANDARD 8:

Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

STANDARD 9:

Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 9.1. Establishes priorities for professional growth.
- 9.2. Analyzes student performance to help identify professional development needs.
- 9.3. Solicits input from others in the creation of individual professional development plans.
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

STANDARD 10:

Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 10.1. Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10. Practices equitable and legal use of computers and technology in professional activities.
- 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13. Applies research-based instructional practices that use computers and other technology.
- 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15. Uses technology to support multiple assessments of student learning.
- 10.16. Instructs and supervises students in the ethical and legal use of technology.

Media Specialist Standards

The Southgate Independent Board of Education recognizes the value of the media specialist towards the goal of improved student achievement. The standards for the media specialist recognizes the areas of contribution needed from the media specialist to ensure improve student achievement.

The media specialist standards in the Southgate Independent School District are:

- Standard 1: Demonstrates Professional Leadership
- Standard 2: Management & Administration of the Library Media Center
- Standard 3: Provides Resources through Collection Development
- Standard 4: Creates/Maintains Learning Climate
- Standard 5: Provides Effective Library Media Services
- Standard 6: Assesses & Communicates Learning Results
- Standard 7: Enables Students To Become Effective Information Users
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Engages in Professional Development
- Standard 10: Demonstrates Implementation of Technology

Media Specialist Standards with Performance Criteria

STANDARD 1:

Demonstrates Professional Leadership

The media specialist provides professional leadership within the school, community, and education profession to improve student learning and well being.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 1.1. Builds positive relationships within and between school and community.
- 1.2. Promotes leadership potential in colleagues.
- 1.3. Participates in professional organizations and activities.
- 1.4. Writes and speaks effectively.
- 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6. Guides the development of curriculum and instructional materials.
- 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8. Initiates and develops educational projects and programs.
- 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10. Demonstrates Punctuality and good attendance for all duties
- 1.11. Adheres to the school board policies and administrative procedures.
- 1.12 Adheres to the State Professional Standards Board Code of Ethics.

STANDARD 2:

Management and Administration of the Library Media Center

The media specialist demonstrates proficiency in management and administration of the library media center.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 2.1. Plans long-range goals of the library media center program with faculty, administration, and students.
- 2.2 Plans the budget based on the needs and objectives of the library media center program supporting the Consolidated Plan.
- 2.3 Administers the budget according to the goals and objectives of the program.
- 2.4 Develops library media center policies such as material selection, collection development, circulation, challenged materials, copyright, and technology.
- 2.5 Administers a library media program that utilizes flexible access.
- 2.6 Develops plans for maintaining a technologically current facility and program.
- 2.7 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
- 2.8 Is responsible for the proper use of the facility, materials, and equipment.
- 2.9 May plan and/or participate in special projects or proposals such as book fairs.
- 2.10 Trains and supervises library media staff, volunteers, and student helpers.

STANDARD 3:

Provides Resources Through Collection Development

The media specialist provides exemplary resources through collection development.

- 3.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 3.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshops, and professional judgment recommendations.
- 3.4 Maintains a professional collection.
- 3.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum.
- 3.6 Keeps card catalog current.
- 3.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 3.8 Makes general repairs, weeds collection, and takes annual inventory.

STANDARD 4:

Creates/Maintains Learning Climate

The media specialist creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3. Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6. Encourages and supports individual and group inquiry.
- 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9. Works with colleagues to develop an effective learning climate within the school.

STANDARD 5:

Provides Effective Library Media Services

The media specialist provides effective library media services.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 5.1. Exercises a leadership role and serves, as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 5.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 5.3 Provides training to the staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 5.4 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
- 5.5 Assists faculty in the selection of materials to supplement instruction.
- 5.6 Facilitates the circulation of materials among schools in the district or other agencies.
- 5.7 Provides the resources and promotes recreational reading for the school community.

STANDARD 6:

Assesses and Communicates Learning Results

The media specialist assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 6.1. Selects and uses appropriate assessments.
- 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD 7:

Enables Students To Become Effective Information Users

The media specialist enables students to become effective information users.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 7.1. Plans and implements a library media center program of library information literacy supporting the school's Consolidated Plan.
- 7.2. Informally evaluates individual and group needs and provides appropriate learning experiences.
- 7.3. Provides for independent and cooperative group learning.
- 7.4. Guides students in the selection of appropriate resources.
- 7.5. Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 7.6. Encourages patrons to develop lifelong reading, listening, viewing, critical thinking skills.

STANDARD 8:

Collaborates with Colleagues/Parents/Others

The media specialist collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution including personal attendance and punctuality.
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

STANDARD 9:

Engages in Professional Development

The media specialist evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 9.1. Establishes priorities for professional growth.
- 9.2. Analyzes student performance to help identify professional development needs.
- 9.3. Solicits input from others in the creation of individual professional development plans.
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

STANDARD 10:

Demonstrates Implementation of Technology

The media specialist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA:

The extent to which the media specialist:

- 10.1. Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.

- 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10. Practices equitable and legal use of computers and technology in professional activities.
- 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13. Applies research-based instructional practices that use computers and other technology.
- 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15. Uses technology to support multiple assessments of student learning.
- 10.16. Instructs and supervises students in the ethical and legal use of technology.

Administrator Standards

The Southgate Board of Education believes that improved student achievement relies on improved administrative leadership. The standards are based on the Interstate School Leaders Licensure standards developed by the Consortium of Chief State School Officers.

The administrator standards in the Southgate Independent School District are:

Standard 1: Creating and maintaining a shared vision

Standard 2: Support a positive school culture and instructional program

Standard 3: Management of resources

Standard 4: Collaboration with stakeholders

Standard 5: Professional Ethics

Standard 6: Professional Leadership

Administrator Standards with Performance Criteria

Standard 1

Creating and Maintaining a Shared Vision

The administrator is an educational leader who promotes the success of all students by facilitating the development; articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

Performance Criteria:

The extent to which the administrator:

- 1.1 Effectively communicates the vision and mission of the school to staff, parents, students, and community members.
- 1.2 Communicates the vision and mission through the use of symbols, ceremonies, stories and similar activities.
- 1.3 Models the core beliefs of the school vision to stakeholders.
- 1.4 Develops the vision with and among stakeholders.
- 1.5 Celebrates the contributions of school community members as they relate to the realization of the vision.
- 1.6 Involves the school community in school improvement efforts.
- 1.7 Utilizes the vision in shaping educational programs, plans, and actions.
- 1.8 Develops implementation (Consolidated Plan) plan in which goals and objectives to achieve the vision are clearly articulated.
- 1.9 Uses student learning assessment data to develop the school vision and goals.
- 1.10 Utilizes relevant demographic data pertaining to students and their families in developing school improvement plans.
- 1.11 Barriers to achieving the vision are identified, clarified, and addressed.
- 1.12 Needed resources are sought to support the implementation of the Consolidated Plan.
- 1.13 Existing resources are used in support of the Consolidated Plan.

Standard 2

Support a Positive School Culture and Instructional Program

The administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performance Criteria:

The extent to which the administrator:

- 2.1 Treats all individuals with fairness, dignity, and respect.
- 2.2 Professional development goals promotes a focus on student learning consistent with school vision and goals.
- 2.3 Acknowledges the contributions of students and staff.
- 2.4 Identifies, clarifies, and addresses barriers to student learning.
- 2.5 Considers diversity in developing learning experiences.
- 2.6 Models and encourages lifelong learning.
- 2.7 Creates and maintains a culture of high expectations for self, student, and staff performance including personal attendance and punctuality.
- 2.8 Utilizes and encourages the use of technology in teaching and learning.
- 2.9 Designs, implements, and evaluates curricular, co-curricular, and extra-curricular programs.

- 2.10 Curriculum decisions are based on research, expertise of teachers, and recommendations of learned society.
- 2.11 Regularly assess school culture and climate.
- 2.12 Uses a variety of information sources to make decisions.
- 2.13 Plans for assessment of student learning in a variety of ways.

Standard 3

Management of Resources

The administrator is an educational leader who promotes the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Performance Criteria:

The extent to which the administrator:

- 3.1 Operational procedures are designed and managed to maximize opportunities for successful learning.
- 3.2 Emerging trends are recognized, studied, and applied as appropriate.
- 3.3 Operational plans and procedures are in place to achieve the vision and goals of the school.
- 3.4 Supervises the safe, efficient, and effective operation of the school plant, equipment, and other support systems.
- 3.5 Identifies potential problems and opportunities.
- 3.6 Resolves conflicts in a timely manner.
- 3.7 Aligns financial, human, and materials resources to the goals of the school.
- 3.8 Involves stakeholders in decisions affecting schools.
- 3.9 Utilizes effective group-process and consensus building skills.
- 3.10 Ensures a safe, clean, and aesthetically pleasing school environment is created and maintained.
- 3.11 Develops and monitors Consolidated Planning process.
- 3.12 Confidentiality and privacy of school records is maintained.
- 3.13 Required records and reports are prepared in a timely fashion.

Standard 4

Collaboration with Stakeholders

The administrator is an educational leader who promotes the success for all students by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

Performance Criteria:

The extent to which the administrator:

- 4.1 Visible to the larger community.
- 4.2 Outreach to various community leaders and organizations.
- 4.3 Credence is given to stakeholders with conflicting opinions and values.
- 4.4 Seeks partnerships with area businesses, community groups, and other organizations to achieve school goals.
- 4.5 Integrates community youth programs/services with school programs.
- 4.6 Recognizes and values diversity.
- 4.7 Develops a comprehensive plan of community relations.
- 4.8 Develops opportunities for staff to develop collaborative skills.

Standard 5

Professional Ethics

The administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Performance Criteria:

The extent to which the administrator:

- 5.1 Demonstrates personal and professional code of ethics.
- 5.2 Assumes responsibility for school operations.
- 5.3 Treats people fairly, equitably, and with dignity and respect.
- 5.4 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.5 Protects the rights and confidentiality of students and staff.
- 5.6 Recognizes and respects the legitimate authority of others.
- 5.7 Fulfills legal and contractual obligations including board and SBDM policies.
- 5.8 Applies laws and procedures fairly, wisely, and considerately.

Standard 6

Professional Leadership

The administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, cultural communities.

Performance Criteria:

The extent to which the administrator:

- 6.1 Influences the communities in which the school operates is influenced on behalf of students and their families.
- 6.2 Facilitates communication among stakeholders concerning trends, issues, and potential changes in the environment in which the schools operate.
- 6.3 Maintains communication with representatives of diverse community groups.
- 6.4 Ensure the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.5 Seeks to influence public policy to provide quality education for students.
- 6.6 Facilitates communication with decision makers outside the school community.

**Southgate Independent School's
Pre-observation Form**

_____ Evaluatee	_____ Evaluator	_____ Position
_____ Date	_____ Time	
_____ Content Area/Grades	_____ No. Students w/IEP's	_____ No. of Students

(The below information is to be completed by the evaluatee and provided to the evaluator before the classroom observation.)

Academic Expectations Targeted :

Major Lesson Content (or Unit of Study):

Assessment of Lesson :

Special/unique situations or circumstances of which observer should be aware:

Other comments or concerns:

Professional Growth Plan:

_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
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Southgate Independent School's Individual Corrective Action Plan

Name _____

School Year _____

Standard Number	*Present PG Stage	Growth Objective / Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving goals and Objectives (include support personnel)	Appraisal Methods and Target Dates

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
_____ (Evaluatee's Signature) (Date)	_____ (Evaluatee's Signature) (Date)
_____ (Evaluator's Signature) (Date)	_____ (Evaluator's Signature) (Date)

***Professional Growth Plan Stages:** O/A=Orientation/Awareness P/A=Preparation/Application
I/M=Implementation/Management R/I=Refinement/Impact

**SOUTHGATE INDEPENDENT SCHOOL'S
EVALUATION APPEALS HEARING REQUEST FORM**

I, _____, have been evaluated
by _____ during this current school year's
evaluation cycle. My disagreement with the findings of the summative
evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Southgate Independent School District
Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

The date of the summative conference with my evaluator was held on

_____.

The date the evaluator was notified of intent to appeal was on

_____.

Signature _____ Date _____

This form shall be presented in writing to any member of the Appeals Panel within five
(5) days of the summative evaluation conference.

Forms

Formative Evaluation Forms

Teacher

Media Specialist

Administrator

Summative Evaluation Forms

Teacher

Media Specialist

Administrator

Pre-Observation Form

Individual Professional Growth Form

Assistance Team Form

Evaluation Appeals Hearing Request Form

**Southgate Independent School's
Pre-observation Form**

_____ Evaluatee	_____ Evaluator	_____ Position
_____ Date	_____ Time	
_____ Content Area/Grades	_____ No. Students w/IEP's	_____ No. of Students

(The below information is to be completed by the evaluatee and provided to the evaluator before the classroom observation.)

Academic Expectations Targeted:

Major Lesson Content (or Unit of Study):

Assessment of Lesson:

Special/unique situations or circumstances of which observer should be aware:

Other comments or concerns:

Professional Growth Plan:

_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

**Southgate Independent School's
Formative Evaluation
Teacher Standards**

Evaluatee _____ Evaluator _____ Date _____

Place a "M" (meets), "DM" (does not meet), or "N/A" (not applicable) in front of each teacher standard. Under the major areas, place a check and the date by each support consideration that is observed or documented.

STANDARD 1: Demonstrates Professional Leadership (The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.)

- _____ 1.1. Builds positive relationships within and between school and community.
- _____ 1.2. Promotes leadership potential in colleagues.
- _____ 1.3. Participates in professional organizations and activities.
- _____ 1.4. Writes and speaks effectively.
- _____ 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- _____ 1.6. Guides the development of curriculum and instructional materials.
- _____ 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- _____ 1.8. Initiates and develops educational projects and programs.
- _____ 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

Comments:

STANDARD 2: Demonstrates Knowledge of Content (The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.)

- _____ 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
- _____ 2.2. Communicates a current knowledge of discipline(s) taught.
- _____ 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- _____ 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- _____ 2.5. Connects content knowledge to real-world applications.
- _____ 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- _____ 2.7. Analyzes sources of factual information for accuracy.
- _____ 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- _____ 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Comments:

STANDARD 3: Designs/Plans Instruction (The teacher design/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.)

- _____ 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- _____ 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- _____ 3.3. Integrates skills, thinking processes, and content across disciplines.
- _____ 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- _____ 3.5. Creates and uses learning experiences that are developmentally appropriate for learners.
- _____ 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- _____ 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
- _____ 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- _____ 3.9. Develops and implements appropriate assessment processes.
- _____ 3.10. Secures and uses a variety of appropriate school and community resources to support learning.
- _____ 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- _____ 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Comments:

STANDARD 4: Creates/Maintains Learning Climate (The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.)

- _____ 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- _____ 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- _____ 4.3. Shows consistent sensitivity to individuals and responds to students objectively.
- _____ 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- _____ 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
- _____ 4.6. Encourages and supports individual and group inquiry.
- _____ 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- _____ 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- _____ 4.9. Works with colleagues to develop an effective learning climate within the school.

Comments:

STANDARD 5: Implements/Manages Instruction (The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.)

- _____ 5.1. Communicates specific goals and high expectations for learning.
- _____ 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- _____ 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- _____ 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- _____ 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- _____ 5.6. Stimulates students to reflect on their own ideas and those of others.
- _____ 5.7. Uses appropriate questioning strategies to help students solve problems and think critically.
- _____ 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- _____ 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- _____ 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- _____ 5.11. Makes effective use of media and technologies.
- _____ 5.12. Makes efficient use of physical and human resources and time including personal attendance and punctuality.
- _____ 5.13. Provides opportunities for students to use and practice what is learned.
- _____ 5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Comments:

STANDARD 6: Assesses and Communicates Learning Results (The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.)

- _____ 6.1. Selects and uses appropriate assessments.
- _____ 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

_____ 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

_____ 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.

_____ 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

_____ 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Comments:

STANDARD 7: Reflects/Evaluates Teaching/Learning (The teacher reflects on and evaluates teaching/learning.)

_____ 7.1. Assesses and analyzes the effectiveness of instruction.

_____ 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

_____ 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Comments:

STANDARD 8: Collaborates with Colleagues/Parents/Others (The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.)

_____ 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

_____ 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.

_____ 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

_____ 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

_____ 8.5. Secures and makes use of school and community resources that present differing viewpoints.

_____ 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.

_____ 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

_____ 8.8. Analyzes previous collaborative experiences to improve future experiences.

_____ 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Comments:

STANDARD 9: Engages in Professional Development (The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.)

_____ 9.1. Establishes priorities for professional growth.

_____ 9.2. Analyzes student performance to help identify professional development needs.

_____ 9.3. Solicits input from others in the creation of individual professional development plans.

_____ 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.

_____ 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

Comments:

STANDARD 10: Demonstrates Implementation of Technology (The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.)

- _____ 10.1. Operates a multimedia computer and peripherals to install and use a variety of software.
- _____ 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- _____ 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- _____ 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- _____ 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- _____ 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- _____ 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- _____ 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- _____ 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- _____ 10.10. Practices equitable and legal use of computers and technology in professional activities.
- _____ 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- _____ 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- _____ 10.13. Applies research-based instructional practices that use computers and other technology.
- _____ 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- _____ 10.15. Uses technology to support multiple assessments of student learning.
- _____ 10.16. Instructs and supervises students in the ethical and legal use of technology.

Comments:

Strengths:

Areas to improve:

Evaluatee signature

Evaluator signature

Date

The signatures are verification that the post observation conference was held and that the results of the observation were received by the teacher. It does not express agreement with the evaluation report.

Southgate Independent School's Teacher Summative Evaluation

Evaluatee _____ Position _____

Evaluator _____ Position _____

Tenured _____ Non-tenured _____ (Check status.)

Dates of Observations _____ Dates of Conferences _____

Ratings

Teacher Standards	Meets	Does not meet
1. Demonstrates Professional Leadership		
2. Knowledge of Content		
3. Designs/Plans Instruction		
4. Creates/Maintains Learning Climate		
5. Implements/Manages Instruction		
6. Assess & Communicates Learning Results		
7. Reflects/Evaluated Teaching/Learning		
8. Collaborates with Colleagues/Parents/Others		
9. Engages in Professional Development		
10. Demonstrates Implementation of Technology		
Overall Rating		

Failure to meet one standard could be grounds for dismissal.

Evaluatee's Comments:

(Additional pages may be added.)

Evaluator's Comments:

Evaluatee: _____ Agree with this summative evaluation _____

Signature

Date

_____ Disagree with this summative evaluation

Evaluator

Signature

Date

Certified employees have the right to appeal the substance and/or procedures of this summative evaluation within ten working days.

Employment Recommendations to Central Office:

_____ Meets teacher standards for re-employment

_____ Does not meet teacher standards for re-employment

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Southgate Independent School's
Formative Evaluation
Media Specialist Standards**

Evaluatee _____ Evaluator _____ Date _____

Place a "M" (meets), "DM" (doesn't meet), or "N/A" (not applicable) in front of each media specialist standard. Under the major areas place a check and date by each support consideration that is observed or documented.

STANDARD 1: Demonstrates Professional Leadership

- _____ 1.1. Builds positive relationships within and between school and community.
- _____ 1.2. Promotes leadership potential in colleagues.
- _____ 1.3. Participates in professional organizations and activities.
- _____ 1.4. Writes and speaks effectively.
- _____ 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- _____ 1.6. Guides the development of curriculum and instructional materials.
- _____ 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- _____ 1.8. Initiates and develops educational projects and programs.
- _____ 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

Comments:

STANDARD 2: Management and Administration of the Library Media Center

- _____ 2.1. Plans long-range goals of the library media center program with faculty, administration, and students.
- _____ 2.2. Plans the budget based on the needs and objectives of the library media center program supporting the Consolidated Plan
- _____ 2.3. Administers the budget according to the goals and objectives of the program
- _____ 2.4. Develops library media center policies such as material selection, collection development, circulation, challenged materials, copyright, and technology
- _____ 2.5. Administers a library media program that utilizes flexible access
- _____ 2.6. Develops plans for maintaining a technologically current facility and program
- _____ 2.7. Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
- _____ 2.8. Is responsible for the proper use of the facility, materials, and equipment.
- _____ 2.9. May plan and/or participate in special projects or proposals such as book fairs
- _____ 2.10. Trains and supervises library media staff, volunteers, and student

Comments:

STANDARD 3: Provides Resources Through Collection Development

- _____ 3.1. Follows an approved SBDM selection policy which includes a procedure for the reconsideration of materials
- _____ 3.2. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum
- _____ 3.3. Chooses materials using selection tools, bibliographies, periodical reviews, workshops, and professional judgment recommendations
- _____ 3.4. Maintains a professional collection
- _____ 3.5. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum
- _____ 3.6. Keeps card catalog current
- _____ 3.7. Maintains statistical records and shelf list needed to verify collection of the library media center holdings
- _____ 3.8. Makes general repairs, weeds collection, and takes annual inventory.

Comments:

STANDARD 4: Creates/Maintains Learning Climate

- _____ 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- _____ 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- _____ 4.3. Shows consistent sensitivity to individuals and responds to students objectively.
- _____ 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- _____ 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
- _____ 4.6. Encourages and supports individual and group inquiry.
- _____ 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- _____ 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- _____ 4.9. Works with colleagues to develop an effective learning climate within the school.

Comments:

STANDARD 5: Provides Effective Library Media Services

- _____ 5.1. Exercises a leadership role and serves, as a catalyst in ensuring the library media center is central to the instructional program of the school.
- _____ 5.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening
- _____ 5.3 Provides training to the staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- _____ 5.4 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials
- _____ 5.5 Assists faculty in the selection of materials to supplement instruction.
- _____ 5.6 Facilitates the circulation of materials among schools in the district or other agencies
- _____ 5.7 Provides the resources and promotes recreational reading for the school community.

Comments:

STANDARD 6: Assesses and Communicates Learning Results

- _____ 6.1. Selects and uses appropriate assessments.
- _____ 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- _____ 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- _____ 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
- _____ 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- _____ 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Comments:

STANDARD 7: Enables Students To Become Effective Information Users

_____ 7.1. Plans and implements a library media center program of library information literacy supporting the school's Consolidated Plan

_____ 7.2. Informally evaluates individual and group needs and provides appropriate learning experiences

_____ 7.3. Provides for independent and cooperative group learning

_____ 7.4. Guides students in the selection of appropriate resources

_____ 7.5. Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments

_____ 7.6. Encourages patrons to develop lifelong reading, listening, viewing, critical thinking skills

Comments:

STANDARD 8: Collaborates with Colleagues/Parents/Others

_____ 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

_____ 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.

_____ 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

_____ 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution including personal attendance and punctuality.

_____ 8.5. Secures and makes use of school and community resources that present differing viewpoints.

_____ 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.

_____ 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

_____ 8.8. Analyzes previous collaborative experiences to improve future experiences.

_____ 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Comments:

STANDARD 9: Engages in Professional Development

_____ 9.1. Establishes priorities for professional growth.

_____ 9.2. Analyzes student performance to help identify professional development needs.

_____ 9.3. Solicits input from others in the creation of individual professional development plans.

_____ 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.

_____ 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

Comments:

STANDARD 10: Demonstrates Implementation of Technology

_____ 10.1. Operates a multimedia computer and peripherals to install and use a variety of software.

_____ 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.

_____ 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.

- _____ 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- _____ 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- _____ 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- _____ 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- _____ 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- _____ 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- _____ 10.10. Practices equitable and legal use of computers and technology in professional activities.
- _____ 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- _____ 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- _____ 10.13. Applies research-based instructional practices that use computers and other technology.
- _____ 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- _____ 10.15. Uses technology to support multiple assessments of student learning.
- _____ 10.16. Instructs and supervises students in the ethical and legal use of technology.

Comments:

Strengths:

Areas to improve:

Evaluatee signature

Evaluator signature

Date

The signatures are verification that the post observation conference was held and that the results of the observation were received by the teacher. It does not express agreement with the evaluation report.

Southgate Independent School's *Media Specialist Summative Evaluation*

Evaluatee _____ Position _____

Evaluator _____ Position _____

Dates of Observations _____ Dates of Conferences _____

Ratings

Media Specialist Standards	Meets	Does not meet
1. Demonstrates Professional Leadership		
2. Management & Administration of Media Center		
3. Collection Development		
4. Creates/Maintains Learning Climate		
5. Effective Library Media Services		
6. Assess & Communicates Learning Results		
7. Enables Student to become Effective Information Users		
8. Collaborates with Colleagues/Parents/Others		
9. Engages in Professional Development		
10. Demonstrates Implementation of Technology		
Overall Rating		

Failure to meet one standard could be grounds for dismissal.

Evaluatee's Comments:

(Additional pages may be added.)

Evaluator's Comments:

Evaluatee: _____ Agree with this summative evaluation _____
 _____ Disagree with this summative evaluation _____
 Signature _____ Date _____

Evaluator _____
 Signature _____ Date _____

Certified employees have the right to appeal the substance and/or procedures of this summative evaluation within ten working days.

Employment Recommendations to Central Office:

_____ Meets media specialist standards for re-employment
 _____ Does not meet media specialist standards for re-employment

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Southgate Independent School's
Formative Evaluation
Administrator Standards with Performance Criteria**

Evaluatee _____ Evaluator _____ Date _____

Place a "M" (meets), "DM" (does not meet), or "N/A" (not applicable) in front of each teacher standard. Under the major areas, place a check and the date by each support consideration that is observed or documented.

_____ **Standard 1:**

Creating and Maintaining a Shared Vision

The administrator is an educational leader who promotes the success of all students by facilitating the development; articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

Performance Criteria:

The extent to which the administrator:

- 1.1 Effectively communicates the vision and mission of the school to staff, parents, students, and community members.
- 1.2 Communicates the vision and mission through the use of symbols, ceremonies, stories and similar activities.
- 1.3 Models the core beliefs of the school vision to stakeholders.
- 1.4 Develops the vision with and among stakeholders.
- 1.5 Celebrates the contributions of school community members as they relate to the realization of the vision.
- 1.6 Involves the school community in school improvement efforts.
- 1.7 Utilizes the vision in shaping educational programs, plans, and actions.
- 1.8 Develops implementation (Consolidated Plan) plan in which goals and objectives to achieve the vision are clearly articulated.
- 1.9 Uses student learning assessment data to develop the school vision and goals.
- 1.10 Utilizes relevant demographic data pertaining to students and their families in developing school improvement plans.
- 1.11 Barriers to achieving the vision are identified, clarified, and addressed.
- 1.12 Needed resources are sought to support the implementation of the Consolidated Plan.
- 1.13 Existing resources are used in support of the Consolidated Plan.

Comments:

_____ **Standard 2:**

Support a Positive School Culture and Instructional Program

The administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performance Criteria:

The extent to which the administrator:

- 2.1 Treats all individuals with fairness, dignity, and respect.

- 2.2 Professional development goals promotes a focus on student learning consistent with school vision and goals.
 - 2.3 Acknowledges the contributions of students and staff.
 - 2.4 Identifies, clarifies, and addresses barriers to student learning.
 - 2.5 Considers diversity in developing learning experiences.
 - 2.6 Models and encourages lifelong learning.
 - 2.7 Creates and maintains a culture of high expectations for self, student, and staff performance including personal attendance and punctuality.
 - 2.8 Utilizes and encourages the use of technology in teaching and learning.
 - 2.9 Designs, implements, and evaluates curricular, co-curricular, and extra-curricular programs.
 - 2.10 Curriculum decisions are based on research, expertise of teachers, and recommendations of learned society.
 - 2.11 Regularly assess school culture and climate.
 - 2.12 Uses a variety of information sources to make decisions.
 - 2.13 Plans for assessment of student learning in a variety of ways.
- Comments:

Standard 3:

Management of Resources

The administrator is an educational leader who promotes the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Performance Criteria:

The extent to which the administrator:

- 3.1 Operational procedures are designed and managed to maximize opportunities for successful learning.
- 3.2 Emerging trends are recognized, studied, and applied as appropriate.
- 3.3 Operational plans and procedures are in place to achieve the vision and goals of the school.
- 3.4 Supervises the safe, efficient, and effective operation of the school plant, equipment, and other support systems.
- 3.5 Identifies potential problems and opportunities.
- 3.6 Resolves conflicts in a timely manner.
- 3.7 Aligns financial, human, and materials resources to the goals of the school.
- 3.8 Involves stakeholders in decisions affecting schools.
- 3.9 Utilizes effective group-process and consensus building skills.
- 3.10 Ensures a safe, clean, and aesthetically pleasing school environment is created and maintained.
- 3.11 Develops and monitors Consolidated Planning process.
- 3.12 Confidentiality and privacy of school records is maintained.
- 3.13 Required records and reports are prepared in a timely fashion.

Comments:

Standard 4:

Collaboration with Stakeholders

The administrator is an educational leader who promotes the success for all students by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.

Performance Criteria:

The extent to which the administrator:

- 4.1 Visible to the larger community.
 - 4.2 Outreach to various community leaders and organizations.
 - 4.3 Credence is given to stakeholders with conflicting opinions and values.
 - 4.4 Seeks partnerships with area businesses, community groups, and other organizations to achieve school goals.
 - 4.5 Integrates community youth programs/services with school programs.
 - 4.6 Recognizes and values diversity.
 - 4.7 Develops a comprehensive plan of community relations.
 - 4.8 Develops opportunities for staff to develop collaborative skills.
- Comments:

Standard 5

Professional Ethics

The administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Performance Criteria:

The extent to which the administrator:

- 5.1 Demonstrates personal and professional code of ethics.
- 5.2 Assumes responsibility for school operations.
- 5.3 Treats people fairly, equitably, and with dignity and respect.
- 5.4 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.5 Protects the rights and confidentiality of students and staff.
- 5.6 Recognizes and respects the legitimate authority of others.
- 5.7 Fulfills legal and contractual obligations including board and SBDM policies.
- 5.8 Applies laws and procedures fairly, wisely, and considerately.

Comments:

Standard 6

Professional Leadership

The administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, cultural communities.

Performance Criteria:

The extent to which the administrator:

- 6.1 Influences the communities in which the school operates is influenced on behalf of students and their families.
- 6.2 Facilitates communication among stakeholders concerning trends, issues, and potential changes in the environment in which the schools operate.
- 6.3 Maintains communication with representatives of diverse community groups.
- 6.4 Ensure the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.5 Seeks to influence public policy to provide quality education for students.
- 6.6 Facilitates communication with decision makers outside the school community.

Comments:

Strengths:

Areas to improve:

Evaluatee signature

Evaluator signature

Date

The signatures are verification that the post observation conference was held and that the results of the observation were received by the teacher. It does not express agreement with the evaluation report.

Southgate Independent School's *Administrator Summative Evaluation*

Evaluatee _____ Position _____

Evaluator _____ Position _____

Dates of Observations _____

Dates of Conferences _____

Ratings

Administrator Standards	Meets	Does not meet
1. Creating & maintaining a shared vision		
2. Positive school culture & instructional program		
3. Management resources		
4. Collaboration with stakeholders		
5. Professional ethics		
6. Professional leadership		
Overall Rating		

Failure to meet one standard could be grounds for dismissal.

Evaluatee's Comments:

(Additional pages may be added.)

Evaluator's Comments:

Evaluatee: ___ Agree with this summative evaluation _____

Signature

Date

___ Disagree with this summative evaluation

Evaluator

Signature

Date

Certified employees have the right to appeal the substance and/or procedures of this summative evaluation within ten working days.

Employment Recommendations to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

***Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.**

_____ School Year _____ Enrichment _____ Assistance

Individual Professional Growth Plan

Evaluatee	Date	School
-----------	------	--------

Standard:

Indicator:

Growth Objectives: (Describe desired outcome.)

Current stage of development: _____ awareness _____ preparation _____ implementation _____ refinement

Procedures and Activities for achieving objective(s):

Expected Impact:

Appraisal method and target dates:

Evaluatee's comments:

Evaluator's comments:

This plan is aligned with the Consolidated Plan and professional development objectives of the Southgate Independent School System.

Individual Growth Plan Developed _____ Achieved _____ Revised _____ Continued _____

Evaluatee/Date

Evaluator/Date

Evaluatee/Date

Evaluator/Date

Southgate Independent School's Individual Corrective Action Plan

Name _____

School Year _____

Standard Number	*Present PG Stage	Growth Objective / Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving goals and Objectives (include support personnel)	Appraisal Methods and Target Dates

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:		STATUS: Achieved _____ Revised _____ Continued _____	
_____	_____	_____	_____
(Evaluatee's Signature)	(Date)	(Evaluatee's Signature)	(Date)
_____	_____	_____	_____
(Evaluator's Signature)	(Date)	(Evaluator's Signature)	(Date)

***Professional Growth Plan Stages:**

**O/A=Orientation/Awareness P/A=Preparation/Application I/M=Implementation/Management
R/I=Refinement/Impact**

**SOUTHGATE INDEPENDENT SCHOOL'S
EVALUATION APPEALS HEARING REQUEST FORM**

I, _____, have been evaluated
by _____ during this current school year's
evaluation cycle. My disagreement with the findings of the summative
evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Southgate Independent School District
Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

The date of the summative conference with my evaluator was held on

_____.

The date the evaluator was notified of intent to appeal was on

_____.

Signature _____ Date _____

**This form shall be presented in writing to any member of the district
Evaluation Appeals Panel. This must be done within five (5) days of the
summative evaluation conference.**

District _____

Evaluation Contact Person _____

Certified Personnel Evaluation Plan Checklist
Indicators taken from KRS 156.557 and 704 KAR 3:345 (Draft)

KRS Section	KAR Section	Page Number in District Plan where Evidenced	
			A. Plan developed by evaluation committee:
(3)(c) 1	4 (1)		1. Equal number of teachers and administrators
	3		2. Approved by local board of education
			B. Plan provides for:
	6		1. Designated contact person
	5 (2)		2. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
			3. Performance standards with indicators for major job categories
(3)(b)	5 (3)		4. Formative and summative processes
(3)(b)	4 (2)		5. Immediate supervisor designated primary evaluator
(3)(c) 2	4 (2) (a)		6. Third party observer process
(3)(c) 2	4 (2) (b)		7. Observations conducted openly
(3)(c) 3	4 (2) (c)		8. Alignment of growth plans with school/district improvement plans
	4 (2) (c)		9. Annual review of growth plans
	4 (2) (d)		10. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)		11. Conference within one week of observation
	4 (2) (e)		12. Summative conference includes all evaluation data
	4 (2) (e)		13. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (f)		14. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (g)		15. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (h)		14. Summative evaluations for administrators annually
	4 (2) (i)		15. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (i)		16. Opportunity for written response/become part of official file
	4 (2) (i)		17. Copy of evaluation provided to evaluatee
(3)(c) 5	4 (2) (m)		18. Corrective action process

KRS section	KAR section	Page Number in District Plan where Evidenced	
			C. Teacher and Administrator Evaluation forms include:
	5(1)		1. Specific descriptors or indicators that can be measured or observed and recorded
(2)			2. List of performance criteria for teachers and administrators:
(a)			<ul style="list-style-type: none"> • Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)			<ul style="list-style-type: none"> • Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)			<ul style="list-style-type: none"> • Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)			<ul style="list-style-type: none"> • Promotion and incorporation of instructional strategies or management techniques that are and respect diversity and individual differences
(e)			<ul style="list-style-type: none"> • Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)			<ul style="list-style-type: none"> • Performance of duties consistent with school, community goals and administrative regulations
(g)			<ul style="list-style-type: none"> • Demonstration of use of resources, including technology
(h)			<ul style="list-style-type: none"> • Demonstration of professional growth
(i)			<ul style="list-style-type: none"> • Adherence to the professional code of ethics
(j)			<ul style="list-style-type: none"> • Attainment of other established EPSB standards not included in above
(6)			D. Appeals process that includes:
	7(1)		1. Right to a hearing
	7(2)		2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7(3)		3. Right to presence of chosen representative
9			4. Opportunity to appeal to Kentucky Board of Education